



LORIS ELEMENTARY

901 Highway 9 Business
Loris, SC 29569

Grades	PK-5 Elementary School	
Enrollment	774 Students	
Principal	Mark Porter	843-390-6860
Superintendent	Dr. Cynthia Elsberry	843-488-6700
Board Chair	Will Garland	843-358-8002

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Average
2008	Average	At-Risk
2007	Average	Good
2006	Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

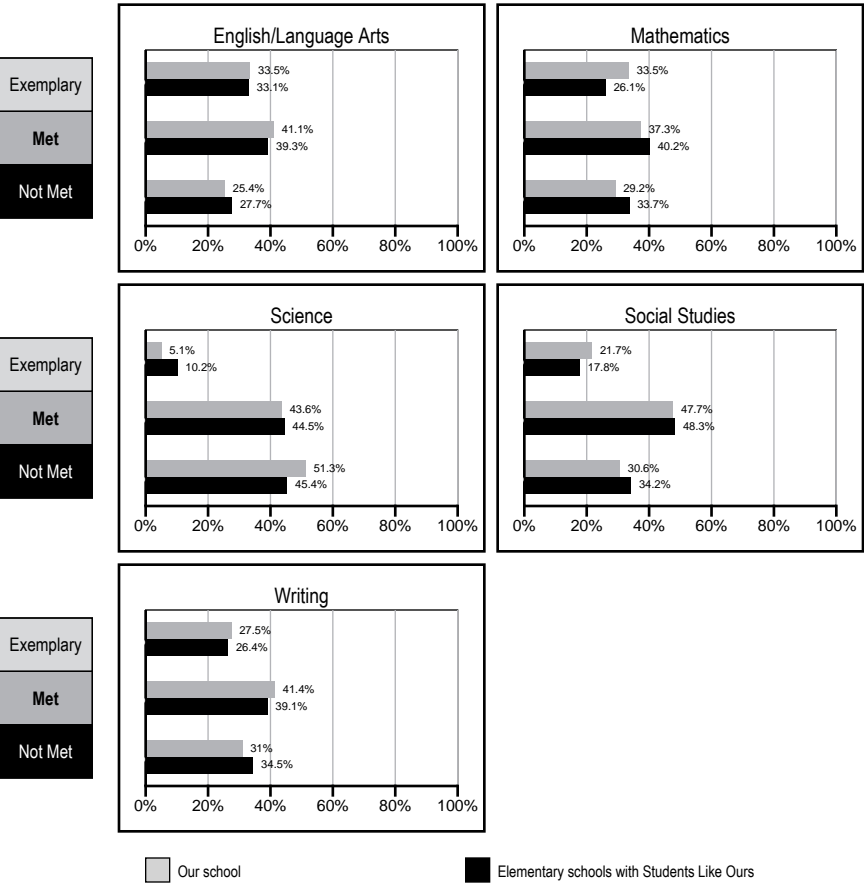
98.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	9	93	19	3

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=774)				
First graders who attended full-day kindergarten	100.0%	Up from 97.6%	100.0%	100.0%
Retention rate	1.1%	Down from 1.5%	1.6%	1.2%
Attendance rate	95.4%	Up from 95.3%	95.7%	96.1%
Eligible for gifted and talented	9.1%	Up from 7.1%	8.6%	11.7%
With disabilities other than speech	14.0%	Up from 13.5%	8.9%	8.0%
Older than usual for grade	0.0%	No Change	0.6%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.6%	Up from 0.6%	0.0%	0.0%
Teachers (n=60)				
Teachers with advanced degrees	43.3%	Up from 38.6%	60.0%	60.5%
Continuing contract teachers	78.3%	Up from 73.7%	84.2%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	92.2%	Up from 87.0%	86.4%	87.0%
Teacher attendance rate	93.4%	Up from 92.6%	95.0%	95.4%
Average teacher salary*	\$50,222	Up 4.4%	\$46,685	\$47,288
Professional development days/teacher	15.9 days	Down from 18.0 days	11.1 days	10.5 days
School				
Principal's years at school	1.0	Down from 3.0	4.0	4.0
Student-teacher ratio in core subjects	19.8 to 1	Up from 19.6 to 1	19.2 to 1	19.2 to 1
Prime instructional time	86.1%	Up from 85.4%	90.0%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$9,614	Up 0.9%	\$7,722	\$7,548
Percent of expenditures for instruction**	67.0%	No Change	67.9%	68.7%
Percent of expenditures for teacher salaries**	61.7%	Up from 46.9%	64.6%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Loris Elementary has embarked on an exciting and ambitious journey to become a premier school. We believe that all students can learn if provided a caring, highly qualified teachers in safe and engaging learning environments.

Effective literacy instruction is paramount and is evidenced through our continued work with the CORE Reading Consortium. Through CORE, our teachers received monthly staff development in phonemic awareness, phonics, comprehension, vocabulary, and fluency. Another major literacy initiative was the focus on providing differentiated, intensive small group reading intervention to struggling readers - more than 250 students were successfully served through the Burst and Voyager reading intervention programs. Students participated in the Ticket to Read component of the Voyager program for additional support in building fluency.

Assessment is a critical component of the instructional process. To measure our students' progress in reading, we administered PALS assessment in child development, DIBELS in kindergarten and first grade, and oral reading fluency in grades 2-5. We also use the MAP tests in grades 2-5 to assess reading, language, and mathematics.

Another exciting initiative was the implementation of the Imagine It! Reading Program. Students in child development through second grade received systematic reading instruction in phonemic awareness, phonics, comprehension, vocabulary, and fluency. Students in third grade also received systematic instruction in phonemic awareness and phonics through the Imagine It! Program.

Our use of Positive Behavior Intervention Support (PBIS) provides rewards students for modeling appropriate behaviors. Students were rewarded through incentives, celebrations, and assemblies for good behavior.

Parents are provided with opportunities to be involved at our school through PTO, parent workshops, awards assemblies, Family Reading Nights, School Improvement Council, Title I Committee, volunteer programs, mentor programs, and student performances. We received excellent support from our PTO as evidenced through school fundraisers, assistance at school-wide events, school beautification projects, student and staff incentives, volunteers for activities, and playground equipment.

We were very proud of our staff, student, and parent participation in local charities and community service learning projects. Our school was the recipient of 6 Talking Trash Awards school year and received the State's Outstanding School Program Award for Recycling.

We look forward to a successful 2010-11 school year. Our major emphases will be on literacy, mathematics, and technology integration. We invite you to join us in this exciting journey.

Mark Porter, Principal

Laura Powers, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	40	94	30
Percent satisfied with learning environment	95.0%	90.2%	93.1%
Percent satisfied with social and physical environment	92.5%	91.5%	90.0%
Percent satisfied with school-home relations	72.5%	86.2%	93.1%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress	YES
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This school met 21 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	NI-DELAY
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.4%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	379	99.7	24.9	40.3	34.9	85.7	85.4	83.5	Yes	Yes
Gender										
Male	191	99.5	26.4	40.4	33.1	82	82	80.1	N/A	N/A
Female	188	100	23.3	40.1	36.6	89.5	88.8	87	N/A	N/A
Racial/Ethnic Group										
White	178	100	17.3	29.6	53.1	89.5	89.5	89.6	Yes	Yes
African American	175	99.4	33.9	50.3	15.8	80.6	73.7	74.6	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	90.7	92.7	I/S	I/S
Hispanic	19	100	11.8	52.9	35.3	94.1	82.1	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	81.5	85.1	I/S	I/S
Disability Status										
Disabled	76	98.7	53.6	26.1	20.3	62.3	58.2	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	12	100	16.7	50	33.3	91.7	80.6	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	310	99.7	27.8	43.8	28.5	85.1	80.5	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	379	99.7	28.6	36.6	34.9	80.3	84.2	80.4	Yes	Yes
Gender										
Male	191	99.5	26.4	38.8	34.8	81.5	82.2	78.4	N/A	N/A
Female	188	100	30.8	34.3	34.9	79.1	86.3	82.5	N/A	N/A
Racial/Ethnic Group										
White	178	100	19.8	32.7	47.5	88.9	89.5	87.8	Yes	Yes
African American	175	99.4	38.2	41.2	20.6	70.9	69.8	69.3	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	94.1	93.5	I/S	I/S
Hispanic	19	100	23.5	35.3	41.2	82.4	78.3	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	82.7	83.2	I/S	I/S
Disability Status										
Disabled	76	98.7	52.2	27.5	20.3	56.5	53.9	46.1	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	12	100	33.3	33.3	33.3	75	78.7	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	310	99.7	31.3	39.9	28.8	77.4	78.5	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	261	99.6	50	42.9	7.1	50	71.8	67.3
Gender								
Male	135	99.3	47.2	44	8.8	52.8	71.7	66.9
Female	126	100	53	41.7	5.2	47	71.9	67.7
Racial/Ethnic Group								
White	120	100	30.6	59.3	10.2	69.4	80.4	79.6
African American	125	99.2	67.8	28.8	3.4	32.2	48.8	49.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	81.9	84.4
Hispanic	13	100	54.5	36.4	9.1	45.5	61.9	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	80	69.5
Disability Status								
Disabled	56	98.2	74	14	12	26	37.2	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	59.1	58.6
Socio-Economic Status								
Subsidized meals	211	99.5	55.6	37.2	7.1	44.4	63	55.4

Social Studies

All Students	258	99.6	30	46.7	23.3	70	75.3	70.9
Gender								
Male	134	99.3	30.2	40.5	29.4	69.8	74.2	70.1
Female	124	100	29.8	53.5	16.7	70.2	76.5	71.7
Racial/Ethnic Group								
White	126	99.2	23.5	43.5	33	76.5	80.5	79.2
African American	114	100	40.7	49.1	10.2	59.3	59.7	58.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	89.9	86.8
Hispanic	12	100	8.3	66.7	25	91.7	74	68
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	66	71.2
Disability Status								
Disabled	53	100	54	30	16	46	43.7	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	72.8	68
Socio-Economic Status								
Subsidized meals	212	100	33.3	49.5	17.2	66.7	68	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	372	97.6	31	41.4	27.5	69	76.8	72.1	95.4	95.8
Gender										
Male	188	96.3	33.7	44	22.3	66.3	69.9	65.2	95.3	95.7
Female	184	98.9	28.2	38.8	32.9	71.8	83.9	79.2	95.5	95.8
Racial/Ethnic Group										
White	172	97.1	22.9	37.6	39.5	77.1	83.2	80.8	94.6	95.5
African American	174	97.7	37.6	46.7	15.8	62.4	59.2	59.7	96.2	96.2
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	85.2	87	93.6	96.9
Hispanic	19	100	47.1	35.3	17.6	52.9	69.7	64.6	95.9	96.4
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	70.6	73.4	86.4	94.1
Disability Status										
Disabled	76	89.5	64.6	27.7	7.7	35.4	34.3	27.7	94.5	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	12	100	41.7	41.7	16.7	58.3	67.2	63.7	96.6	96.7
Socio-Economic Status										
Subsidized meals	305	97.4	34.5	42.6	22.9	65.5	68.9	61.9	95.3	95.5

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	130	100	28.6	33.3	38.1	71.4
	4	107	100	18	45	37	82
	5	111	100	19.4	44.4	36.1	80.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	130	100	22.3	38.8	38.8	77.7
	4	142	100	32.3	36.8	30.8	67.7
	5	107	99.1	17.7	46.9	35.4	82.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	130	100	42.1	38.1	19.8	57.9
	4	107	100	21	36	43	79
	5	111	100	25.9	45.4	28.7	74.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	130	100	30.6	33.9	35.5	69.4
	4	142	100	29.3	39.8	30.8	70.7
	5	107	99.1	25	35.4	39.6	75
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	67	100	40	40	20	60
	4	107	100	30	51	19	70
	5	55	100	37	55.6	7.4	63
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	66	100	72.1	24.6	3.3	27.9
	4	141	100	43.9	48.5	7.6	56.1
	5	54	98.2	38.3	51.1	10.6	61.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	64	100	29	56.5	14.5	71
	4	107	99.1	9.1	45.5	45.5	90.9
	5	56	100	38.9	44.4	16.7	61.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	64	100	36.7	46.7	16.7	63.3
	4	142	100	24.8	50.4	24.8	75.2
	5	52	98.1	36.2	36.2	27.7	63.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	130	96.2	39.3	35.2	25.4	60.7
	4	107	96.3	25.5	38.8	35.7	74.5
	5	115	98.3	28.2	40	31.8	71.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	126	100	31.4	45.5	23.1	68.6
	4	140	96.4	38	36.4	25.6	62
	5	106	96.2	21.1	43.2	35.8	78.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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